

III International Conference
Aprolínguas 2021

Foreign Language
teaching and learning
in the classroom and
online: tradition,
perspectives and
challenges

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BOOK OF ABSTRACTS



Aprolíngu@s
Associação Portuguesa de Professores
de Línguas Estrangeiras do Ensino Superior



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UNIVERSIDADE DO ALGARVE





¡Hola!

Hello!

ciao!

안녕

Hallo!

WELCOME NOTE

Dear all,

Welcome to our “III International Conference Arolínguas 2021: Foreign Language teaching and learning in the classroom and online: tradition, perspectives and challenges” organized by APROLÍNGUAS (Associação Portuguesa de Professores de Línguas Estrangeiras do Ensino Superior / Portuguese Association of teachers of foreign languages in higher education and the University of Algarve (Faculty of Human and Social Sciences, the School of Education and Communication, and the School of Management, Hospitality and Tourism) in collaboration with APEF (Associação Portuguesa de Estudos Franceses / Portuguese Association of French Studies), APPELE (Associação Portuguesa de Professores de Espanhol Língua Estrangeira / Portuguese Association of Teachers of Spanish as a Foreign Language) and ReCLes.pt (Associação de Centros de Línguas do Ensino Superior em Portugal / Association of University Language Centres in Portugal).

We have gladly accepted the challenge of organizing the 2021 edition and will do our best to make it a memorable event.

As for the conference, the long-lasting effects of the measures to combat the pandemic has forced us to rethink education in general and the teaching of foreign languages in particular. The transition from face-to-face education to online and / or blended teaching has been a challenge for both teachers and students. Thus, we feel the need to analyse these new scenarios, and also to reflect on the teaching activities and educational resources, within the context of the Common European Framework of Reference for Languages (CEFR).

Bearing in mind that some changes generated in the past and by the current situation must have come to stay for the foreseeable future, we propose to establish boundaries between tradition and more recent practices, between the tangible and the desirable, between enthusiasm and reticence, between teachers and students, to make clear what are the challenges for education and training.

APROLÍNGUAS launches the challenge of assessing the current trends in the approaches of the language teaching-learning process, the theories of language and learning that support them, the methodological principles and the classroom practices, over the last twenty years since the Bologna process.

We welcome all the participants in what we hope will be a vibrant and exciting exchange of ideas and perspectives and also a thoroughly enjoyable experience!

The organizing committee

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PARALLEL SESSIONS

QUILL-INNOVATION AND QUALITY IN LANGUAGE LEARNING IN HIGHER EDUCATION

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The European project QuILL – Quality in Language Learning –, written and coordinated by Pixel-Italy in cooperation with the project applicant and scientific coordinator, Polytechnic Institute of Bragança (IPB)-Portugal, is funded by the Erasmus+ programme, KA2 – Strategic Partnerships for Digital Education Readiness. Other partner institutions participating in the project are Vilnius University, Faculty of Philology, (Lithuania); Cuza University of Iași, Department of Language Learning, (Romania); University of Bologna (Italy); Károli Gáspár University (Hungary); and Universidad de Cordoba (Spain).

QuILL aims to provide language lecturers with the skills to identify, assess, use, and create digital and ICT based language teaching resources, as well as provide decision makers and policy makers with the information and skills to enhance the implementation of digital and ICT based language teaching sources and methods in the higher education systems. Besides the creation of a database of on-line open educational resources (OER) for language teaching and learning of 18 European languages, QuILL will also create an on-line training package for the identification, use and creation of ICT based language teaching sources for teaching languages at higher education level. In addition, it will publish a document aimed at analysing the technological potential for language learning in European higher education systems. The aims of this paper are two-fold. On the one hand, we intend to introduce the project to the higher education community. On the other, underlying the first intellectual output (IO1) – creation of a database of on-line language learning resources –, we aim to present

some of the resources collected, assessed and validated by means of case studies, analysing the type of resources, the methods suggested and applied in the learning-teaching context, highlighting their relevance within the project's goals. Therefore, we shall attempt to reach some conclusions regarding this innovative and far-reaching process of identification and validation of teaching resources by pointing out their benefits, as well as shortcomings, and their importance in the higher education teaching-learning language context. Not only will it benefit the lecturers, because they will have a wide variety of OER teaching resources available to be used in class, but also the students who can use the resources to learn the selected language in a rather autonomous way.

Keywords: language learning; higher education; open educational resources; digital resource database.